



ARIZONA DEPARTMENT OF EDUCATION NCLB RESTRUCTURING PLAN

Enter the following Restructuring Plan Information:

| | | | |
|--|--------------------------|------------------------------------|---------------|
| Name of School: | | Total Number of Students Enrolled: | Grade Levels: |
| Contact Name(s): | Title(s) or Position(s): | Email Address(es): | |
| Phone Number and Area Code: () | | Fax Number and Area Code: () | |
| Members of Planning Committee and Title of Position: | | | |

School AYP Determination:

According to Section 1116 of NCLB, states are required to ensure that districts and charter holders carry out their responsibilities with regard to school improvement. To comply with this requirement, Title I schools identified as Planning for Restructuring must submit a NCLB Restructuring Plan for the 2005-2006 school year.

Fill in the AYP information below using the *Data Used in School AYP Determination* document provided at the workshop by ADE.

| Select Yes, No or N/A | 2004 | 2005 |
|---|------|------|
| Met Percent Tested in Math? | | |
| Met Test Objectives in Math? | | |
| Met Percent Tested in Reading? | | |
| Met Test Objectives in Reading? | | |
| ADDITIONAL INDICATOR: | | |
| Met 90% Attendance Rate? (K-8 only) | | |
| Met 71% Graduation Rate or 1% increase? (High School Only) | | |
| Made AYP? | | |

Restructuring Plan – Section 1

Gap Analysis

Mathematics Achievement:

To calculate the percent proficient for each grade and subgroup, locate on the *Data Used in School AYP Determination* document provided by ADE the percent of students meeting and the percent of students exceeding the standards. The **sum** of the percent of students meeting **plus** the percent of students exceeding the standards **equals** the percent proficient. To determine the achievement gap, **subtract** the percent proficient from the AMO 05 – 07. Do not use negative numbers in your responses. Negative numbers indicate no gap (NG). You will respond with NG in cell labeled, “Gap using 05 target.”

Refer to the following key to code your responses in each cell:

| Response | / | Meaning |
|-----------------|----------|--|
| 0 | = | 0% of the students meet or exceed the standards |
| Dash (-) | = | Less than 10 students are in the grade or sub-group |
| Empty cell | = | No students in the grade, content area, or sub-group |
| NG | = | No achievement gap is indicated for grade or sub-group |

| 3rd Grade Math | All Students | Asian | Black | Hispanic | Indian | White | ELL | SPED | Free/Reduced |
|----------------------------------|---------------------|--------------|--------------|-----------------|---------------|--------------|------------|-------------|---------------------|
| AMO 05-07 | 43.3 | 43.3 | 43.3 | 43.3 | 43.3 | 43.3 | 43.3 | 43.3 | 43.3 |
| % Proficient 2005 | | | | | | | | | |
| Gap using 05 target | | | | | | | | | |

| 5th Grade Math | All Students | Asian | Black | Hispanic | Indian | White | ELL | SPED | Free/Reduced |
|----------------------------------|---------------------|--------------|--------------|-----------------|---------------|--------------|------------|-------------|---------------------|
| AMO 05-07 | 33.3 | 33.3 | 33.3 | 33.3 | 33.3 | 33.3 | 33.3 | 33.3 | 33.3 |
| % Proficient 2005 | | | | | | | | | |
| Gap using 05 target | | | | | | | | | |

| 8th Grade Math | All Students | Asian | Black | Hispanic | Indian | White | ELL | SPED | Free/Reduced |
|----------------------------------|---------------------|--------------|--------------|-----------------|---------------|--------------|------------|-------------|---------------------|
| AMO 05-07 | 22.5 | 22.5 | 22.5 | 22.5 | 22.5 | 22.5 | 22.5 | 22.5 | 22.5 |
| % Proficient 2005 | | | | | | | | | |
| Gap using 05 target | | | | | | | | | |

| 10 th Grade Math | All Students | Asian | Black | Hispanic | Indian | White | ELL | SPED | Free/Reduced |
|-----------------------------|--------------|-------|-------|----------|--------|-------|-----|------|--------------|
| AMO 05-07 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 |
| % Proficient 2005 | | | | | | | | | |
| Gap using 05 target | | | | | | | | | |

Gap Analysis

Reading Achievement:

To calculate the percent proficient for each grade and subgroup, locate on the *Data Used in School AYP Determination* document provided by ADE the percent of students meeting and the percent of students exceeding the standards. The **sum** of the percent of students meeting **plus** the percent of students exceeding the standards **equals** the percent proficient. To determine the achievement gap, **subtract** the percent proficient from the AMO 05 – 07. Do not use negative numbers in your responses. Negative numbers indicate no gap (NG). You will respond with NG in cell labeled, “Gap using 05 target.”

Refer to the following key to code your responses in each cell:

| Response | / | Meaning |
|------------|---|--|
| 0 | = | 0% of the students meet or exceed the standards |
| Dash (-) | = | Less than 10 students are in the grade or sub-group |
| Empty cell | = | No students in the grade, content area, or sub-group |
| NG | = | No achievement gap is indicated for grade or sub-group |

| 3 rd Grade Reading | All Students | Asian | Black | Hispanic | Indian | White | ELL | SPED | Free/Reduced |
|-------------------------------|--------------|-------|-------|----------|--------|-------|------|------|--------------|
| AMO 05-07 | 53.3 | 53.3 | 53.3 | 53.3 | 53.3 | 53.3 | 53.3 | 53.3 | 53.3 |
| % Proficient 2005 | | | | | | | | | |
| Gap using 05 target | | | | | | | | | |

| 5 th Grade Reading | All Students | Asian | Black | Hispanic | Indian | White | ELL | SPED | Free/Reduced |
|-------------------------------|--------------|-------|-------|----------|--------|-------|------|------|--------------|
| AMO 05-07 | 43.3 | 43.3 | 43.3 | 43.3 | 43.3 | 43.3 | 43.3 | 43.3 | 43.3 |
| % Proficient 2005 | | | | | | | | | |
| Gap using 05 target | | | | | | | | | |

| 8 th Grade Reading | All Students | Asian | Black | Hispanic | Indian | White | ELL | SPED | Free/Reduced |
|-------------------------------|--------------|-------|-------|----------|--------|-------|------|------|--------------|
| AMO 05-07 | 42.5 | 42.5 | 42.5 | 42.5 | 42.5 | 42.5 | 42.5 | 42.5 | 42.5 |
| % Proficient 2005 | | | | | | | | | |
| Gap using 05 target | | | | | | | | | |

| 10 th Grade Reading | All Students | Asian | Black | Hispanic | Indian | White | ELL | SPED | Free/Reduced |
|--------------------------------|--------------|-------|-------|----------|--------|-------|------|------|--------------|
| AMO 05-07 | 35.8 | 35.8 | 35.8 | 35.8 | 35.8 | 35.8 | 35.8 | 35.8 | 35.8 |
| % Proficient 2005 | | | | | | | | | |
| Gap using 05 target | | | | | | | | | |

Percent Tested:

Calculate the gap in the percent tested in math in relation to the 95% requirement.

| | All Students | Asian | Black | Hispanic | Indian | White | ELL | SPED | Free/Reduced |
|------|--------------|-------|-------|----------|--------|-------|-----|------|--------------|
| | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 |
| 2005 | | | | | | | | | |
| Gap | | | | | | | | | |

Calculate the gap in the percent tested in reading in relation to the 95% requirement.

| | All Students | Asian | Black | Hispanic | Indian | White | ELL | SPED | Free/Reduced |
|------|--------------|-------|-------|----------|--------|-------|-----|------|--------------|
| | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 |
| 2005 | | | | | | | | | |
| Gap | | | | | | | | | |

Additional Indicator For K-8 Schools Only:

Calculate the gap between the attendance indicator that was used to determine AYP and the Target Rate. Subtract Attendance Rate from the Target Rate.

| | 2004 | 2005 |
|-----------------|------|------|
| Target Rate | 94 | 90 |
| Attendance Rate | | |
| Gap | | |

Additional Indicator For High Schools Only:

Calculate the gap between the graduation rate that was used to determine AYP and the target of 71%. Subtract Graduation Rate from the Target Rate.

| | 2004 | 2005 |
|-----------------|------|------|
| Target Rate | 71 | 71 |
| Graduation Rate | | |
| Gap | | |

Restructuring Plan – Section 2 Priority Setting and Restructuring Planning Goals

Calculating the gaps helped to identify the factors that contributed to the school's failure to make AYP. An Evaluation of the Corrective Action(s) selected and implemented in the previous year will help to determine the impact of the Action(s) toward making AYP and implementing the Arizona School Improvement Plan (ASIP). Based upon the identified gaps and the evaluation of the Corrective Action(s), select two (2) factors that with focused attention will have a significant positive impact on your school's ability to make AYP in the current year. These factors are the priorities for the school that will be addressed by the Restructuring Plan. You should also state a measurable goal that will be addressed in each of the priorities.

| | |
|--|--|
| Sample Priority 1: | Mathematics |
| Sample Goal to be Addressed: | Improve eighth grade AIMS math scores in all subgroups by 10% as measured by the AIMS test in spring 2006. |
| Sample Rationale for Selecting this Goal: | An analysis of the achievement gap indicates that a minimal percentage of our students are proficient in mathematics. |

| | |
|---|--|
| Priority 1: | |
| Goal to be Addressed: | |
| Rationale for Selecting this Goal: | |

| | |
|---|--|
| Priority 2: | |
| Goal to be Addressed: | |
| Rationale for Selecting this Goal: | |

Restructuring Plan – Section 3 Selection of Restructuring Option

Select the Restructuring Option to be taken at the school.

| | | |
|-----------------|--|--------------------------|
| Option 1 | Replacing all or most of the school staff | <input type="checkbox"/> |
| Option 2 | Other Major restructuring action | <input type="checkbox"/> |
| | Describe: | |
| Option 3 | Convert to a charter school | <input type="checkbox"/> |

Provide a summary narrative of the process undertaken to select your Restructuring Option, include results of committee meetings, additional meetings with the school staff, public discussions, community input and any other factors that were used to make this decision. State how the implementation of this Restructuring Option will support your priorities, goals, and the implementation of your ASIP.

Decision Narrative:

Restructuring Plan – Section 4 Action Plan

Provide an Action Plan that will outline the steps necessary for the school to successfully implement the Option selected in Section 3. Begin with submission of the Plan to the ADE. The Action Steps must relate to the Priorities and Goals your school has set. Indicate the person(s) responsible for each step, the resources needed to accomplish it, and how the implementation will be evaluated.

| Start Date | End Date | Action Step | Resources Needed | Person(s) Responsible | Expected Result | Strategies for Evaluating Action Step | Evidence of Impact |
|------------|----------|--------------------|--------------------------|-----------------------|-----------------|---------------------------------------|--------------------|
| March 05 | May 15 | Submit plan to ADE | Planning Committee, etc. | LEA Superintendent | ADE approval | | |
| | | | | | | | |
| | | | | | | | |